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AND FINANCIAL MANAGEMENT**

MA Thesis

Impact Evaluation of Binh Thuan Tourism Human Resource Development Project

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Certification

I certify that the research has not been submitted for any degrees. I certify that, to the best of my knowledge, I have acknowledged all sources of information and support.

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Abstract

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Human resources play a key role in the comprehensive development of a nation. Therefore, all provinces in Vietnam have defined human resources training, employment and development as a top concern. In the context of global integration, tourism is defined as a spearhead economic sector with great potential and high competitiveness, requiring the industry to concentrate and develop its core human resources to meet the demand.

The main aim of this thesis is to evaluate the impact of *the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020*. The results of this project have been previously reported but not thoroughly evaluated.

The data of this study was collected through 15 interviews from tourism managers, researchers and lecturers. In addition a survey was sent to five target destinations.

Based on the results of the study show a change in the quantity and quality of tourism human resources in Binh Thuan. In addition, the study also found out the satisfaction of tourists for the tourism service staff.

Furthermore, by assessing the effectiveness and impact of the project, the study also provides solutions and recommendations to improve future project in the area.

Finally, the research results of this thesis might hopefully support the local authorities in continuing programs that will bring about long-term positive effects in Binh Thuan province. Accordingly, related government agencies will also enhance the state management capacity in the tourism sector, maintaining its quality, sustaining the local tourism brand name, enhancing the competitiveness and sustainable development of Binh Thuan tourism.

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Abbreviations

BPC	Binh Thuan People's Committee
BSO	Binh Thuan Statistic Office
BTHRD	BinhThuan Tourism Human Resource Development
FLC	Fund for Local Cooperation
GDP	Gross Domestic Products
HR	Human Resource
HRD	Human Resource Development
ILO	International Labor Organization
IUCN	International Union for Conservation of Nature and Natural Resources
JICA	Japan International Cooperation Agency
NGO	Non-Governmental Organization
NTP	National Target Program
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
UN	United Nation
UNESCO	United Nations Educational, Scientific and Cultural Organization
VCTB	Vietnam Tourism Certification Board
VND	Vietnam Dong
VTOS	Vietnam Tourism Occupational Skills Standards
WCED	World Commission on Environment and Development
WTO	World Trade Organization

Chapter 1: Introduction

1.1 Background of the study

Human resources (HR) are important for the comprehensive development of a nation and therefore training, use and development of human resources are considered as a top priority of every service or locality. The 11th National Congress of the Communist Party of Vietnam (CPV) identified human resource development (HRD) as one of the three strategic breakthroughs in its National Socio-economic Development Strategy for the Period 2011-2020. After over 20 years of the country's open-door policy and economic reform, Vietnam's tourism industry has had some real development. The fact that it is defined as a leading economic service of great potential and high competitiveness requires the tourism industry to stage and mobilize every available resources including first the human resource to meet the requirements of the country's new development phase.

According to the statistics of the year 2008, the tourism industry employed approximately 285 thousand direct workers and some 750 thousand indirect workers. This is 2.5% of the national workforce, about 42.5% of which were tourism-professionals. Tourism training institutions have increased remarkably to 40 universities providing tourism or tourism-related training, 43 tourism vocational schools and various training centres nationwide. Yet these organizations are mainly located in bigger cities or tourism centres. Since many other provinces have not had their local tourism schools although they have potentials and conditions for tourism development, their local tourism workforce is therefore either untrained or poorly-qualified. Still other provinces have their own tourism schools but the training staff remains underqualified and insufficient, the material facilities poorly provided, and the training quality low.

It was estimated by the Vietnam Tourism Human Resource Development Programme that by 2015 the total number of direct workers of the industry would reach 503,202 people, including 5,110 working in its field of state management. Though the tourism HRD has been attentively cared for with various achievements that contribute positively to the development of the industry and the country over the past years, the tourism HR has not yet fully met the development requirements of tourism, facing both the increasingly deep and comprehensive international integration and the requirements of a knowledge-based economy. The various weaknesses include a thin staff; an inconsistent structure; and a mismatch between the practical capacity and the available professional degrees; the lack of qualified and skilled workers and the increasing shortage of leading trainers for younger human resource; the unsatisfactory

knowledge of international integration, foreign languages, and information technology; and, the limited creativity, leadership, management and practical experience.

In addition, because tourism product quality is characterised by a critical percentage of service, every tourism activity or stage such as travelling, guiding, transporting, accommodation, entertainment and other related services is deeply imbued with the role of direct workers. The fact that whether tourism products are of quality, competitiveness and sustainable development or not depends on those workers and their skills indicates that tourism HR training and retraining activities are extremely important and form a long continuous process.

Facing Vietnam's development requirements to the year 2020 therefore requires further HR development, especially high-quality human resource, of the tourism industry both quantitatively and qualitatively. The national tourism development strategy for the period 2011-2020 clearly indicates that much remains to be done in order to make tourism a leading industry of high professionalism and great competitiveness while deeply imbued with the identity of the national culture, and to make Vietnam a world-class tourism destination. One key activity to help realize those strategic objectives is tourism HR training and development.

Being one of the great challenges facing tourism development in Bình Thuận Province, improvement of service quality and tourism products requires a qualified human resource that in turn asks for the government's bigger role in the province's tourism HR training and development. To realize that sustainable development strategy, the province provided and deployed "the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020". Though the five-year' project achievements have been assessed by the authority, a very important question – "What are its impacts on the expected outcomes (objectives)?" - remains unanswered, mainly because too little data are available for an impact analysis. The project neither included an impact evaluation plan nor provided an initial and a project-end investigation that collect necessary information for its impact evaluation. Consequently, the evaluation is conducted mainly qualitatively, and thus the question "What are the contributions of the project to the change of the tourism human resource of Bình Thuận Province" has not been given an exact answer. Moreover, there has not been any research that conducts project-end evaluation of those programmes and projects related to tourism HR training and development in Bình Thuận. Thus, the results of this research also help the authorities of Bình Thuận Province to have necessary orientations for the provincial strategy of tourism HR development in the

future.

1.2. Objective of the research and research questions

This research studies the impacts of the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015 from the perspectives of government staff, project's objectives of the study as workers in the field of tourism business and services, tourists and the local communities in the spots of tourist attraction in Binh Thuan province. This study aims to answer the following research questions:

1. What are the impacts of human resource development on the tourism human resources and tourism development in general?
2. How can Binh Thuan further develop its tourism human resources in the future?

1.3. Structure of the Study

The thesis consists of six main chapters. The first chapter introduces the research background and the significance of thesis topic, purpose of the research and the research questions. Chapter 2 is a review of the literature, which covers the definitions of key concepts. Chapter 3 provides information on the research methods used for answering the research questions. Chapter 4 provides an overview of the Bình Thuận tourism sector and a description of the Bình Thuận tourism human resources. This chapter will also describe the Binh Thuan Tourism Human Resource Development Project. Chapter 5 analyzes and evaluates the impacts of Binh Thuan's tourism human resources development project. Finally, in the last chapter, conclusions and recommendations of the study are presented.

Chapter 2: Literature Review and Theoretical Framework

2.1. Evaluation

An evaluation is an assessment: The Organisation for Economic Co-operation and Development defines an evaluation as “an assessment, as systematic and objective as possible, of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors” (OECD 2008).

Evaluation is the act of reviewing an implementation: Evaluation can be defined to be an act of reviewing or observing and taking notes of implementation of an activity or behavior, evaluating them against set objectives, and acknowledging the strengths, weaknesses, shortcomings, or other observations. Evaluation is not the only event during the implementation process; rather, it will be carefully integrated into the design for the overall implementation. The outputs of evaluation contain information that is used to realize future improvements. For this reason, implementing evaluation is part of an ongoing process to get prepared for improvement of activities (FEMA, 2012). According to FEMA, the benefits from evaluation include control of implementation, evaluation of implementation, and acting based on recommended results. An evaluation is valuable only when it leads to improvement of a situation.

Evaluation is an act of reviewing the degree of efficiency and success: Evaluation is an act in a specific period of time to have a systematic and objective review of the degree of effectiveness and success, or shortcomings of an ongoing or a completed programme. Evaluation is carried out selectively to: (i) Answer specific questions that guide policy-makers and/or programme managers; (ii) Provide information on whether the theories and assumptions used during the programme implementation are relevant, what has and hasn't been done, and, their reasons. Evaluation is often aimed to identify the relevance, design, efficiency, effectiveness, impact and sustainability of a programme (Depocen, 2012).

According to Scriven (1991), evaluation is to review the value or quality of a particular object. Shaw et

al. (2006) stated that there are four reasons for including policy evaluation as a part of the democratic government. First, evaluation provides citizens the information about government performance. Second, it contributes new data to the knowledge pool about government performance which could be used to inform future actions. Third, because of the analytical nature of evaluation procedures, it improves analytical thinking among stakeholders, thus in turn promotes a culture of learning within the organization. Finally, it helps maintain government's integrity thanks to its skepticism and openness to different opinions. Therefore, it is possible in the practice of evaluation to include different purposes than a mere accountability report on government performance.

Vedung (2010) considers evaluation as backward-looking assessment of different stages of a public policy in order to improve future situations. It includes, but not limited to, impacts of the policy, outputs, outcomes, implementation, management, and so on. Rossi and Freeman (1985) pointed out that evaluation research generally applies methods in social study to review a particular policy or public intervention regarding its planning, monitoring process, effectiveness and efficiency.

The concept of "evaluation" is defined by Lynch (1996) as *"the systematic attempt to gather information in order to make judgments or decisions. As such, evaluation can be both qualitative and quantitative in form, and can be gathered through different methods such as observation or the administration of pencil-and-paper tests "*. The author also believes that the concept of "training programme" refers to *"a series of courses linked with some common goals or end products"*. Brown (2001) defines programme evaluation as a process of collection, analysis and synthesis of relevant information to continuously improve a training programme.

Ornstein A.C. & Hunkins F.P. (1998) argue that evaluation is a process of collecting data that enables the decision-makers to revise, to improve or to continue the curriculum. According to Johns Hopkins Bloomberg School Public Health (2007), evaluation is collecting and assessing information in a systematic manner to provide useful feedbacks on some objectives, while Patton (1997) believes that evaluating is to seek a way to improve.

In summary, evaluation can be understood to be a process of looking at an ongoing or a completed project, programme or policy systematically and objectively in terms of its design, deployment and achievements. Evaluation is aimed to identify the relevance and completion of the objectives, effectiveness, impact and sustainability of that project, programme or policy.

2.2 Program Evaluation

Most programs are designed to fit the content of the program. There are many programs in the fields of health, education, economics, and social that require program managers to evaluate the value and impact of their work all the time when they ask questions, consult with partners, make assessments and obtain feedback. They then use the information collected to improve the program. For example, the program offers free milk in elementary schools to improve the height of children; training and employment programs to reduce the unemployment rate in urban areas; Sustainable poverty alleviation program for ethnic minorities, programs to assist farmers in finding output for agricultural products, etc. Each program has its own way of collecting, analyzing and evaluating. In practice, There are different questions to be asked before and during evaluation, such as ‘how well the program achieved its objectives?’, ‘how to improve the situation’, ‘does it worth continuing?’, and so on. In order to answer these types of questions, it is necessary to collect and analyze data about the activities and results of the program.

Program evaluation is “judging the worth or merit of something or the product of the process” (Scriven, 1991, p. 139). Guskey (2000) renewed this definition by stating that evaluation is a systematic process used to determine the merit or worth of a specific program, curriculum, or strategy in a specific context. Because this study will carry out a programme evaluation, this issue will be discussed in more detail. Patton (1997) suggests that program evaluation is basically making judgement about the program through accessing and analyzing its activities, typical features, and outcomes in order to improve effectiveness and inform the future decision making process.

In a similar view to Patton, McNamara C. (2008) thinks that programme evaluation is to carefully collect information of a programme or some of its aspects as basis for its important decisions. Programme evaluation may include one or more types of at least 35 different evaluation forms, such as evaluation of needs, verification, cost-benefit analysis, outcomes, efficiency, process, results, etc. which all aim to improve a programme, depending on what we want to know about that programme. We should not pay too much attention to which evaluation type we need or are using, but we should pay attention to what to know to decide which programme we need to implement, and should get to know how to collect and have an exact understanding of that kind of information.

Rossi, et al. (1999) propose that program evaluation applies procedures of researching social issues to

identify the level of effectiveness of a public program or policy. The purpose of evaluation is to adjust actions to achieve better social conditions and better fit with political context and organizational environments. Scriven (1991) mentioned the "two arms" of evaluation – one is the information collected for evaluation purpose, and the other is the value of that information when translated by different interested stakeholders. Boulmetis and Dutwin (2014) defined program evaluation as the organization of a variety of information in a certain method to identify how well the goals of the program has been met.

According to Sussan (2005), program evaluation means the investigation of objectives proposed to that program by considering its various elements and context. In other words, the whole process of closely analyzing the program enables a comprehensive view on the effectiveness of the program and making proposals for improvement of overall performance. Smith (1994) proposes a more theoretical than methodological view on program evaluation. It means considering the reasons and motivation for implementing a program to measure its effectiveness and impacts. This enables not only the knowledge about the program performance, but also, more importantly, understanding about the motives and reasons behind that outcome status.

It could be concluded from the above literature that there is a common understanding of program evaluation; i.e the process of gathering and analyzing information to identify the effectiveness of utilizing inputs in order to produce expected outcomes. Program evaluation is necessary for policy makers and program administrators as well as interested parties to be informed of its effectiveness and actual impacts compared to expectations. As a result, it can support managers to make critical decision on the continuation of the program, or possible improvement.

2.3 Impact Evaluation

Impact evaluation is a set of logical steps to be followed when you prepare policy proposals. Being a process, it prepares evidence for political decision-makers on the advantages and disadvantages of possible policy options by assessing their potential impacts. One important content of evaluating a public policy is to look at the impact of policy intervention (regulations on programmes or projects) that the government realizes. Evaluation should become a frequent activity during the process of policy making and implementation. During an evaluation, policy intervention is measured to see what has and hasn't been done, what impacts it has on the society, and whether it has achieved its set objectives. For example, measuring the impact of a poverty reduction over the income of poor households that will

strive to identify if that impact has increased or decreased it; measuring the impact of a stipulation that increases administrative fines over violation of the traffic law; or, measuring the impact of a policy of preferable loans on corporate business results (OECD, 2002).

Impact evaluation of public policy implementation involves use of practical data to identify if the implemented policy has created expected outcomes and if it has resulted in unexpected impacts. In other words, evaluating policy impact means checking if the objectives of a policy have been achieved or not through empirical methods. Impact evaluation of public policy implementation is aimed to answer questions of cause and result. It is designed to answer a specific question: “What is the (causal) impact of a policy intervention on an output?” Impact evaluation identifies the impact of policy intervention on outputs of a project. Focusing on the cause-and-result relationship and concluding are typical signs of impact evaluation and identifies methods for evaluation. To be able to estimate the causal impact or that of a policy intervention on the outputs, no matter what method is used, it must anticipate counterfactual results or the outputs for those involved in the policy intervention if they did not participate in such an intervention. In fact, impact evaluation requires the evaluator to find out a comparison group to estimate what would happen to those involved in the policy intervention if they did not participate in such an intervention.

The basic question for impact evaluation of public policy implementation is “What is the (causal) impact of a policy on an output of concern?” For example, “What is the causal impact of a school food programme on the number of pupils going to school and their learning achievements?” or “Have the new bridges increased the access to the labour market and improved the household income? To what degree, if they have?” Sussan (2005) denotes that impact evaluation is a form of outcome evaluation that assesses the net effect of a program by comparing program outcomes with an estimate of what would have happened in the absence of the program. This form of evaluation is used when external factors are known to influence the programme’s outcomes, in order to isolate the program’s contribution to achievement of its objectives. Gertler et al. (2011) believes that impact evaluation is one of many approaches that support evidence-based policy, including monitoring and other types of evaluation.

Monitoring is a continuous process that tracks what is happening within a program and uses the data collected to inform program implementation and day-to-day management and decisions. Using mostly administrative data, the process of monitoring tracks financial disbursement and program performance

against expected results, and analyzes trends over time. Monitoring is necessary in all programmes and is a critical source of information about program performance, including implementation and costs. Usually, monitoring tracks inputs, activities, and outputs, although occasionally it can include outcomes, such as progress toward achieving national development goals.

Evaluations are periodic, objective assessments of a planned, ongoing, or completed project, program, or policy. Evaluations are used selectively to answer specific questions related to design, implementation, and results. In contrast to continuous monitoring, they are carried out at discrete points in time and often seek an outside perspective from technical experts. Their design, method, and cost vary substantially depending on the type of question the evaluation is trying to answer.

In program evaluation, there is also a relevant term concerned researchers and policy makers, i.e. ‘impact evaluation’. Baker (2000) offers that impact evaluation looked at the final outcomes of the program rather than the whole process. Instead of including planning and implementation into the assessment process, impact evaluation focuses specifically on the actual effects that it has on different target groups, such as local people, households or organizations in comparison with its objectives. Moreover, impact evaluation also allows identifying other consequences on beneficiaries beyond the expected impact.

According to the Online Business Dictionary, impact is measured of the tangible and intangible effects (consequences) of one thing's or entity's action or influence upon another. As a result, it can be understood that impact means changes associated with an effect of one thing or entity on another, and policy impact means changes associated with a policy. To identify policy impacts therefore require identification of the object(s) influenced by that policy. The World Bank (2008) argues that impact evaluation is assessment of changes associated with the effects of a project, programme or policy that are expected or unexpected. It is conducted to answer the question, “What will be the outcome(s) without the effect of the policy/programme/project?” This is related to the term *counterfactual analysis* – a comparison of things actually occur to things that would happen without the intervention of the policy (White H., 2006).

According to the IRD-DIAL group (2008), the main question to be answered is “What would have happened if that policy/programme/project had not been deployed?” The challenge is then selection of a reference scenario to contrast the done solution(s) so as to evaluate observed or expected impacts.

The co-authors believe that a full impact evaluation must consider the three following contents:

- *Evaluation of need*: identification of the programme objectives, the target object(s), the need to have solutions, etc.
- *Evaluation of process*: the evaluation aims to identify how the programme has been deployed in practice because the same solution may result in different impacts due to different deployment by different localities.
- *Evaluation of impacts*: this is carried out to determine if the programme has created expected impacts on the target objects, the local communities, the institutions, and its beneficiaries; and to see if the impacts have been caused by the programme or other factors.

In the light of the abovementioned definitions, impact evaluation is therefore considered an investigation of the reasons for certain changes directly associated with impacts of a project. Simply put, such evaluation is a counterfactual comparison of a project's outcomes, yet it is not a simple subtraction of the two situations because the outcomes will not remain the same, even without the project, due to changes caused by other impacts, which cannot be seen in fact because of actual impacts caused by the project. As a result, there must be a relevant comparison group against which the treatment group is compared.

2.4 Human Resource and Human Resource Development

Human resource and human resource development form a core issue of national socio-economic development, especially in developing countries of this modern age, because this issue is both a continuing pressure and a strategy underlying their socio-economic development processes. "Human resource" is a concept that derives from the process of study that take into consideration human beings as a resource or driving force for development. Different studies in the world have mentioned this concept from different aspects that will be presented below.

The United Nations (2009) supposes that human resources are skills, knowledge and capacity, along with capabilities that exist in the form of potential human capacity ". The World Bank (2000) assumes that human resources are all human capital including physical powers, mental powers, occupational skills, etc. of an individual. Accordingly, human resources are considered a source of capital, apart from other material resources such as money, technology, or natural resources. The International

Labour Organization (ILO) believes that the human resources of a nation comprise everyone within the working age who can work. Human resources are understood in two ways. Generally, they provide labour for social production and development, so human resources comprise the whole population that enjoy normal development. In a narrow sense, human resources are the ability to work of a society, a resource for socio-economic development that include different groups of the working-age population who are available for social production, which involve every individual participating in the work process and their physical and mental powers that are mobilized into work processes (ILO, 2004). In terms of political economy, human resources are the whole existing physical and mental powers of the whole labour force of a nation, including its tradition and experience of work and creativity, which are used to produce material and spiritual wealth for both current and future needs of the nation.

As mentioned by David Begg (2005), human resources, similar to other forms of physical resources, are potentially generating incomes from previous investments. Stivastava (1997) believes that a human resource involves all the physical and mental powers and occupational skills possessed by every individual. The human capital is understood to be human beings in form of an important source of capital that may generate future incomes and improve the economic prosperity. This kind of capital is the collection of skills, knowledge and experience accumulated through the process of working and production.

In his book “Public Administration and Public Affairs”, Nicholas Henry (2012, p. 256) argues that the human resource is that of organisations (of different size, type and function) which has the ability and potential to participate in the organizational development process along with the socio-economic development of a nation, region, or the world. George T. Milkovich and John W. Boudreau (1996, p. 9), in their book “Human Resource Management”, consider the human resource to be every external and internal factor of every individual that enable creativity and other contents for achievement of the general objectives of the organization.” Prof. Pham Minh Hac (2001) believes that “Human resources are the total of the working potentials of an organization, a local, or a nation, which are the labour force prepared at different levels for a work. They are workers with skills (or general capacity) that meet requirements of the labour shift structure and the economic structure aiming at the national industrialization and modernization.” Nguyen Huu Dung (2003) assumes that “Human resources are considered in the two aspects of social capacity and social dynamics. In the first aspect, human resources provide society with labour, being the most important component of the population which

can create material and spiritual values for society. Considering human resources as potentials provides HRD directions that ensure continuous improvement of social capacity of human resources through education, training, and health care. Yet, such consideration is not enough. Those potentials must be turned into human capital, which means promotion of the social dynamics of human beings through policies, institutions, and comprehensive release of human potentials. If human beings are given freedoms for development, creation and contribution, plus relevant payment for their labour, unlimited human potentials will be exploited and promoted to become extraordinarily huge capital source.”

Effective development and use of human resource determines organizational success. Human resource development has been recognized even since Adam Smith’s *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). Human competence (i.e. professional knowledge, skills and experience) is formed and accumulated through a process of training, living and working. Whether people can contribute greatly to their organization depends on the human resource quality and the strategy for using it. Organizational efficiency and effectiveness is determined by the qualifications, capacity, ethics and work efficiency of the human resource, especially the high-quality one. Human resource development starts with recruitment that satisfies both the quantity and the quality requirements. The next steps are training and development for improved knowledge and experience for the current human resource. To develop a human resource of sufficient capacity that meet work requirements therefore requires proper attention to training of the existing human resource and recruitment of highly qualified, competent and experienced employees.

To meet its set objectives, an organization must provide its human resource strategy to develop that resource quantitatively and qualitatively for a given period or an area of its operations that consider recruitment, staff reduction, or training and development the existing human resource. The organization then must have a proper strategy for management and use of its high-quality human resource.

Due to different approaches, there are different views of human resource development. The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that HRD is to keep people’s skills in line with development requirements of the country (UNESCO 2011). According to the United Nations (UN, 1987) HRD includes education, training, and use of human potentials to promote socio-economic development and thus quality of life. Some authors believe that HRD helps increase human material and spiritual values, including intelligence, spirituality and occupational skills, that make human beings become workers with more capacity and qualities that meet increasing

requirements of socio-economic development. ILO (2010) argues that HRD means a wider scope than just acquisition of skills or training in general, but also capacity building and use of that building effectively at work, as well as satisfaction of an individual's work and life. Other authors argue that HRD is a process that comprehensively promotes human competence in physical and mental terms and, at the same time, distributes, uses, exploits and promotes the human resource most effectively through a system of labour distribution and employment for socio-economic development.

Based on the above-mentioned views, HRD by a nation is a quantitative and qualitative transformation of its human resources in terms of physical and mental powers, skills, knowledge and morality, together with a process of creating progressive changes within the human resource structure. Generally, HRD is a process of establishing and using comprehensive human competence for socio-economic progress in general and self-perfection of an individual in particular. HRD thus involves HR quality and the social aspect of a nation's human resources. Nadler & Nadler (1989) believe that HRD means the same as education and training. They think that HRD increase experience acquired in a period of time to improve work performance.

A number of authors have quite similar views. Swanson (1997) argues that HRD is a process of developing and promoting the expertise of people through organizational development, training, and personnel development in order to improve the productivity. McLean (2000) think that HRD is a process of developing basic work knowledge, expertise, productivity and satisfaction needed by a team or an individual or to benefit an organization, a community, a nation, etc.

With the view of human beings as human capital, Dr. Kunio Yoshihara (1999) argues that HRD involve investment activities that create the human resource of both quantity and quality that meet a country's needs of socio-economic development, and, at the same time, ensure individual development. The author supports this view because it can be seen as the most comprehensive concept. Accordingly, HRD is thus a process that changes the human resource both quantitatively and qualitatively so as to contribute to realization of the corporate objective and mission and, at the same time, to develop the workers themselves within that human resource. HRD is aimed to improve the quality of the human resource, mainly promoting the workers' ability and motivation, so that they can make most efficient contributions to corporate development.

2.5 Sustainable Development and Sustainable Tourism Development

The theory of "Sustainable Development" first appeared in the publication of the World Conservation Strategy in 1980, published by the International Union for Conservation of Nature and Natural Resources (IUCN), with a simple explanation, "The development of mankind can not only focuses on economic development, but also respects the essential needs of society and the impact on ecological environment".

This concept was popularized in 1987 in the Brundtland Report of the World Commission on Environment and Development (WCED, now known as *the Brundtland Commission*). This report clearly stated: "Sustainable development is development that meets the needs of the present without compromising, harming the ability of future generations to meet their own needs". It was the Brundtland Report that first mentioned and defined the term "sustainable development" with a new view on planning long-term development strategies. In addition, both UN Conferences on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, in 1992 and in Johannesburg, South Africa, in 2002, hold that "sustainable development" is a development process of rational and harmonious combination of three aspects of development – economic development, social development, and environmental protection. It is sustainable development that can meet current demands but do not obstruct satisfaction of future generations' demands. In other words, sustainable development must ensure the effective economic development, social justice and environmental protection and preservation. In order to achieve this, all socio-economic sectors, authorities, social institutions, etc. have to shake hands and make aim to reconcile three key areas (economy - society – environment). This UN view is the most commonly accepted one in the world.

The resolution of the 9th National Congress of the Communist Party of Vietnam also determined the development strategy of our country in the next 20 years: "To develop rapidly, efficiently and sustainably, economic growth must associate with cultural development; people's spiritual and material life must be gradually improved; social progress and equity and environmental protection and improvement must be implemented". Sustainable development is therefore not merely maintaining development continuously and stably but, more than that, taking efforts to ensure sustainability of all fields during the development process. It is a process of maintaining the balance between human needs and social justice, prosperity, quality of life, and environment sustainability.



Figure 1. Relationships in sustainable development – environmental, social and economic concerns.

Source: <http://macaulay.cuny.edu/eportfolios/akurry/files/2011/12/SDspheres.jpg>

Butler's (1993) claimed that sustainable tourism development was the process of development and maintenance in a given space and time (there existed community and environment). Additionally, the development would not reduce the human adaptability to the environment while it would still be able to prevent negative impacts to the long-term development. This perspective received high consensus of other authors like Murphy (1994), Mowforth and Munt (1998). Meanwhile, Machado (2003) emphasized the sustainability of the products in the tourism development. He believed that sustainable tourism development was the development of tourism products so as to meet the current needs of tourists, tourism industry and local communities without compromising the ability of future generations to meet their own needs. A research by Tosun (1998a) proposed sustainable tourism development as one of the components of tourism development and it would create significant contributions or less or deny the maintenance of the principles of the development in a certain period without harming the ability of future generations to meet their own needs and expectations.

In addition to this perspective, Hens (1998) pointed out that sustainable tourism development required the attention of the parties involved in the management of resources in different ways to exploit and provide tourism products, which meet economic, social and aesthetic needs, and at the same time maintain cultural identity, diversity of ecosystems and ensure the life of future generations. World Tourism Organization (WTO) defines that "sustainable development" in tourism is the development

that can meet current needs without compromising, harming the ability of future generations to meet their own needs. This development cares about the long-term socio-economic benefits while ensuring a real contribution to the conservation and restoration of natural resources, maintaining cultural integrity to develop tourism activities in the future, protecting the environment and raising the living standards of the local communities. (WTO, 2002)

"Sustainable tourism" is still a new concept in Vietnam. Nevertheless, through practical lessons on tourism development in many countries in the region and in the world, the perception of tourism development method, that is responsible for environment, with the effect of educating and enhancing the understanding of communities has appeared in Vietnam in the form of sightseeing and study tours called "ecotourism", "nature tourism", etc.

Although there is no commonly agreed viewpoint on the concept of "sustainable development", Paragraph 21, Article 14, Chapter 1 of Vietnam Tourism Law (2005) states that "Sustainable tourism is the tourism development that meets the needs of the present without compromising the ability to meet tourism needs in the future". In general, deriving from the above perspective, it is clear to comment that there has been a close relationship between sustainable development and human resource development in relation to sustainable environmental and socio-economic development for the present and future generations.

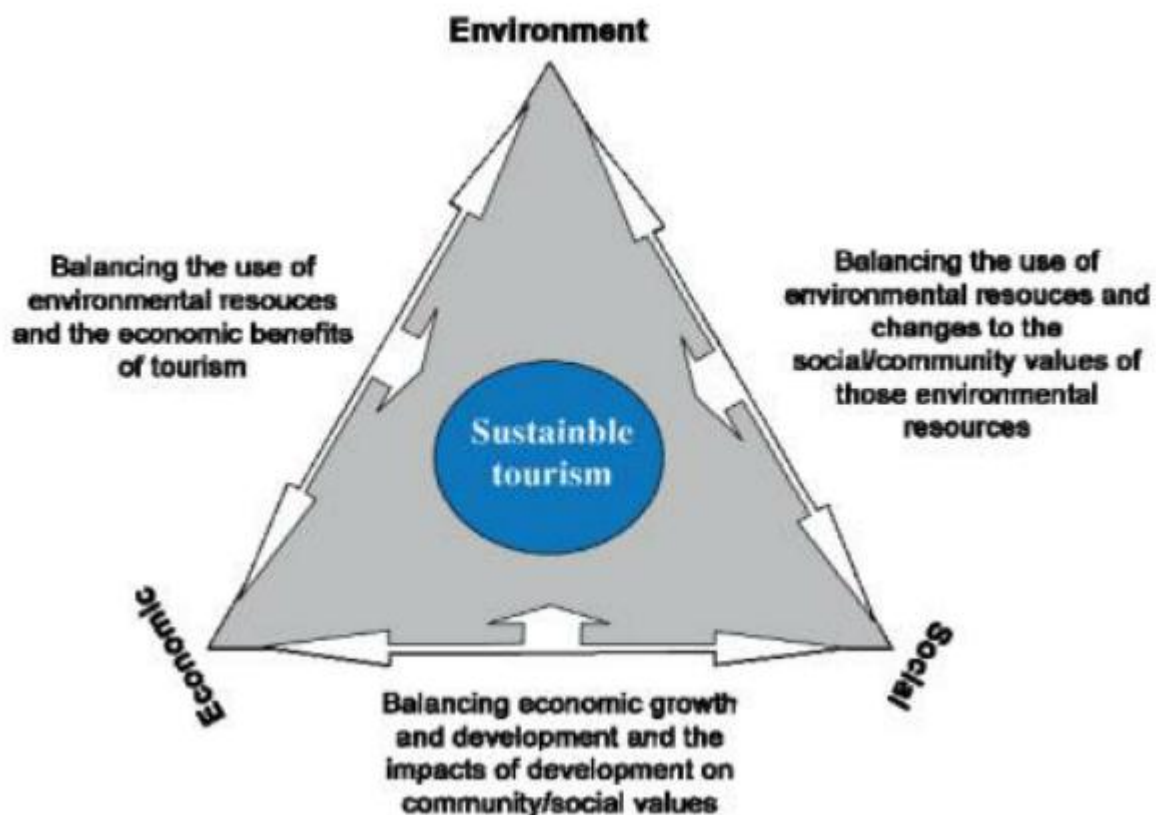


Figure 2: Triangle of Sustainable Tourism
Source: Dredge and Jenkins (2008)

2.6 Experience on program evaluation

According to the Committee for Foreign Non-governmental Organization Affairs, Vietnam currently has relationships with more than 1,000 foreign non-governmental organisations, including about 500 regularly working in Vietnam, which annually support about 3,000 projects and programmes at a total aid value of more than 4.3 billion USD over the past 20 years. Foreign non-governmental organisations have deployed their activities in various fields that Vietnam is in need of cooperation such as health, education, economic development, settlement of social issues, preservation of environment and natural resources, etc. Their activities have contributed to capacity-building for government staff and project beneficiaries, provided models of transferring advanced technology, and promoting mutual understanding and relationship between the Vietnamese people and the rest of the world. Finland and Japan are among the most active countries in development cooperation and socio-economic sustainability for needy regions in Vietnam.

The Embassy of Finland in Vietnam is managing a fund, namely the Fund for Local Cooperation (FLC), which has been deployed since 2001 for small-sized projects of clear direction in Vietnam, and has contributed to efforts of development cooperation of the Finish Government. Most Finish Embassies in developing countries have this fund.

The fund is used to improve the functions of civil society organisations and strengthen cooperation between different subjects within the private sector in Vietnam and Finland. Being an institution for official development aid (ODA), the fund has contributed to achieving objectives set out in Finish development policies. Activities and projects funded through FLC are expected to bring about positive impacts on development.

The fund has contributed to realization of aims provided in Finish development policies in general and goals set out in the development cooperation strategy between Vietnam and Finland in particular. FLC has given special priority to supporting projects in the the fields of human rights, democracy and responsible society, sustainable management of natural resources and environmental protection.

The Japan International Cooperation Agency (JICA) is the only agency providing the Japanese Government's ODA in three cooperative forms: technical cooperation, loan cooperation, and nonreturn aids. It aims to make contributions to socio-economic development in developing countries and to strengthening Japan's international cooperation. To do so, JICA shares Japan's knowledge and experience with developing countries, and various projects of significance and community impacts have been deployed with high effectiveness. Since their deployment in Vietnam in 2002, JICA-funded community development projects have applied rich experience of community development in Japan and other countries to the Vietnamese context and have gained practical lessons of experience. JICA's operations evaluations have 2 main purposes: (1) accountability and (2) learning and taking action. The latter purpose means an evaluation is carried out to confirm the results of a project and giving feedback on lessons learned from those evaluation results help in improving subsequent projects, formulating new projects and considering fundamental cooperation strategies.

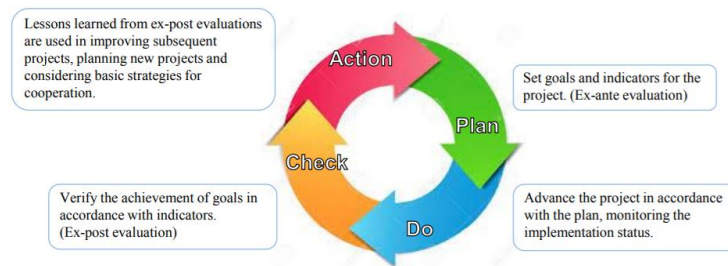


Figure 3. Jica's Operation Evaluation throughout the project's cycle

Source: https://www.jica.go.jp/english/our_work/evaluation/c8h0vm000001rdg1-att/evaluations_01.pdf

In order to gain highest possible effectiveness and to avoid waste of resources, programme evaluation has always been attached top importance to. Based on the reports by FLC and JICA, the experience of programme evaluation can be summarized as follows:

Midterm evaluation (i.e. evaluation of ongoing activities) and terminal evaluation (ie. upon the end of a project) must be seriously conducted with different evaluation objectives and criteria. A midterm review aims to find out the rationality and irrationality of project activities so that next activities are adjusted to improve their effectiveness. The evaluation criteria include activities, results against the plan; the relevance of activities, including the relevance of the progress, implementers and beneficiaries; the degree of satisfying the beneficiaries' needs; the sustainability and cascading of project activities; and, initial project impacts on the target communities.

For a terminal evaluation, evaluation criteria are based on to identify the degree of implementing project objectives so as to draw lessons of experience of future projects. It means that the evaluation focuses on project outputs and outcomes at the time of evaluation, the sustainability of its achieved results and effectiveness. The criteria include (1) whether the objectives have been achieved; (2) the degree of success of each specific activity; (3) the relevance, productivity, effectiveness and sustainability of the project; (4) the socio-economic effectiveness of the project and its individual activity; (5) the effectiveness in terms of environment, capacity building and other issues; and, (6) recommendation for similar projects.

Based on the lessons of experience mentioned above, the author of this thesis has decided to follow the terminal evaluation approach by FLC and JICA in this thesis. Specifically, the objectives and criteria for evaluating “*the Binh Thuan Tourism Human Resource Development Project in the Period 2010-*

2015, with Orientation to 2020” are to measure the success of the Project in economic and social terms and its sustainability for Bình Thuận tourism.

Chapter 3: Research Methodology and Data Collection

3.1 Qualitative and quantitative research methods

This thesis is designed to conduct case study with the focus on evaluating “*the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020*”. The research in this study uses qualitative research methods. Qualitative data include key data in text format and can not be measured by numbers. This data answers the questions of How? What? Why? “Qualitative data refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies” (Mark, Philip, & Adrian, 2009, p. 480).

The purpose of qualitative processing is to identify the nature and the intrinsic relationship between events. The results will help the researcher to describe in form of diagrams or mathematical expressions. The diagram allows visualization of the relationships between elements in the structure of a thing regardless of their actual size or real scale. “Process logic for qualitative information. This is to make judgments about the nature of events and to show the logical relationships of events and subsets in the system of events to be considered” (Vu, 1999, p. 112). In addition to an emphasis on examining the evidence, this thesis also uses quantitative methods. We see that the quantitative data is the data that allows us to measure the amount of them by numbers. Quantitative data can be weighed, measured, while interviews and observations are conducted by other tools. At the same time this research uses statistical data of factual figures related to program goals that can be measured statistically. “Robson (2002:393) summarises this, arguing that quantitative data analysis is “a field where it is not at all difficult to carry out an analysis which is simply wrong, or inappropriate for your purposes” (Mark, Philip, & Adrian, 2009, p. 416).

Quantitative information is collected from statistical data or empirical observations. Researchers can not write original figures into scientific literature, but arrange them to reveal the relationships and trends of things. Depending on the system's ability and ability to gather information, the data can be presented in a variety of formats, from low to high including discrete numbers, data tables, charts and graphs. “Math processing for quantitative information. This is the use of mathematical statistical methods to determine the trend of the collection of collected data, ie the statistical rule of data collection” (Vu, 1999, p. 112). In addition, the comparison method will also be applied in this thesis. Comparison, as a way of analysis, allows the views of similarities and differences between compared objects. (David, 1993, p. 5). The individual approach involves observation of the research object away

from other objects. The comparative approach allows observation of an object in relation to others. Based on the comparison, the researcher can come to realise the particularity of the research object (Vu, 1999).

3.2 Research instruments and procedure

The survey questionnaire, the interview and data analysis will be the main research tools of this thesis. As previously mentioned, the data are mainly collected from reports by the Provincial Department of Culture, Sports and Tourism, the Tourism Association, tourism businesses, the local governments, and related articles from newspapers and tourism magazines in Vietnam. The author has used 70 copies of the survey questionnaire for five target destinations. In addition, 15 people (ie. tourism managers, researchers, lecturers, etc.) have been interviewed. The author then analysed and evaluated the effectiveness and impacts of “the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020”. In addition, documents and articles related to tourism human resources have been used as secondary data to provide information on the reality and solution for tourism development in the country in general and in the province in particular.

Data was collected from government agencies of tourism management to identify research issues and research questions. Based on these, the empirical research was designed and qualitative data collected. Finally, the data collected from reports, interviews, the survey were analysed and discussed. The final step was to draw conclusions and to propose solutions for better HRD in the future.

3.3 Data collection and analysis

Because this thesis uses both quantitative and qualitative methods, the survey questionnaire and interview have been used to collect data. Such documents as annual reports, topical reports or conference reports, together with articles in tourism magazines published between 2010 and 2015 have been referred to for evaluation of the project in question.

The selection of interviewees was made based research questions. Specifically, the interviewees include such tourism experts as tourism lecturers from universities, the Director of the Provincial Department of Culture, Sports and Tourism, the head of its Tourism Division, and the Chairperson of the Binh Thuan Tourism Association because they have relevant experience and knowledge in the field. In addition, the author has interviewed the leaders of offices coordinating to realise the project such as the

Provincial Department of Labour, War Invalids, and Social Affairs, the Provincial Department of Finance, the Provincial Department of Planning and Investment, and some local governments. The interviewees have provided information to answer the research questions of this thesis.

The author promised to keep secret of the interviewees and their information. The questions listed in the questionnaire were then made to each interviewee. The 15 interviews each lasted between 10 to 30 minutes and were not recorded but transcribed by the researcher. Such information as time, place, interviewee's name and contents were put in notes before an interview. In addition, 70 copies of the survey questionnaire were collected to examine the degree of tourists' satisfaction of the service capacity of the tourism labour force.

In the analysis phase, the collected data were summarized and the results presented by taking notes of the most important details. The data on the reality of tourism human resource since 2010 and the gained results in 2015 of the Project were analysed through collecting annual reports of tourism businesses, the Tourism Association, and the Provincial Department of Culture, Sports and Tourism, and the report by the Provincial People's Committee on implementation of the provincial resolution on tourism development in the period 2011-2015. After that, the survey was conducted through the survey questionnaire to collection information on tourists' satisfaction of the service capacity of the tourism labour force available at tourism spots. The collected data were then put into the Statistical Package for Social Sciences (SPSS) for analysis.

Indepth interviews were conducted to collect the viewpoints of tourism experts and government tourism managers in the field, which helped identify the effectiveness, the relevance and sustainability of the project. Besides, the statistical data were used to compare the time and objectives of the project. The data collected from the interviews were then categorized and combined with those from the reports to identify the contents for analysis. Finally, the analytical results were based on to provide conclusions and recommendations for tourism managers.

Because each method has its own strengths and weaknesses, a researcher often use different methods to collect and process data, so that they can support one another. Following are the advantages and disadvantages of the quantitative and qualitative methods used in this research. The quantitative methods have the advantage of using the survey questionnaire to measure tourists' satisfaction of the service capacity of the labour force available at tourism spots, which enables analysis and evaluation of

tourists' psychology in order to identify their needs and thus provide corresponding solutions. Its disadvantage lies in the fact that there are errors due to incorrect answers to the questions due to the interviewees' mistaken understanding of the questions or intended provision of wrong answers. The qualitative methods enables the researcher to flexibly process the data through attending and interviewing. The author does not depend on available formulas to establish a theoretical system but relies only on the information provided by the research objects. The disadvantage is seen in the dominance of the subjectiveness of the research objects.

Chapter 4: Overview and Description of the Human Resource Development in Binh Thuan Tourism

4.1. Overview of Binh Thuận Tourism



Source: from Binh Thuan Department of Culture, Sport and Tourism

Bình Thuận is a coastal province located on Vietnam's South Central Coast, with a coastline of 192 km from Đá Chẹt Cape bordering Cà Ná, Ninh Thuận Province to Bình Châu, Bà Rịa - Vũng Tàu Province. It is bordered by Ninh Thuận Province to the north, Lâm Đồng Province to the northwest, Đồng Nai Province to the west, Bà Rịa - Vũng Tàu Province to the southwest. Having a landmass of 7,828 km² and a territorial water of 52,000 km², the province is located within the Tourism Development Triangle of Hồ Chí Minh City - Đà Lạt - Nha Trang. Bình Thuận also lies in the influencing area of the three important national tourism centres of Nha Trang, Ninh Chữ - Đà Lạt; Bà Rịa Vũng Tàu; Hồ Chí Minh City and the adjacent areas. The province is adjacent to the focal Southern economic area which has great needs of weekend leisure, especially after its industrial zones are put into operation. Being the capital of the province, Phan Thiết City is 198 km from Hồ Chí Minh City

Source: from Binh Thuan Department of Culture, Sport and Tourism.

Bình Thuận has beautiful charming landscapes with a natural setting of forests, mountains, plains, islands and seas together. The marine resources form the most typical feature of its tourism development. With a quite large marine water, Bình Thuận has coral reefs of fairly diverse types, which are home to a multitude of marine life, typically molluscs such as geoduck and ark shells... and various species of stunning clams and snails. The coral reefs are mainly located in Cà Ná, Cù Lao Câu and Phú Quý island district. The diversity of coral species enables tourism activities of scuba diving and snorkeling for underwater sightseeing. Crustacea are also varied in species, including those of high economic value such as lobsters, crabs, etc. In addition, there are also such echinoderms as holothurian, sea urchins, star fish, snakes and sea turtles, etc. The coral reefs are also beautified by various species of colourful charming fish. The plants include various kinds of seaweeds. Bình Thuận has typical red sand dunes attracting tourists for sightseeing, entertainment, and coastal activities.

An event on 24th October 1995 that attracted attention of the country and the world was a total solar eclipse that was most clearly seen from Mũi Né – Phan Thiết City. With much hidden potential of tourism resources, the provincial tourism became known to the world on this occasion and has since developed rapidly. Statistics shows that its contribution to the provincial GDP increased from 0.27% (1993) to 1.5% (1995), 3.67% (2005) and 5.7% (2010). The industry is therefore considered one of the province's leading economic sectors.

The geographical name of Phan Thiết - Mũi Né has become an international tourism tradename of Vietnam's "resort capital" or an ideal havens of tourists. The local tourism business has had a high growth rate of tourists, sales, added values, and contribution to the provincial revenue.

Over the past years, the provincial tourism has attracted much investment and developed fairly quickly though facing various infrastructure challenges of traffic and the human resource quality. The tourism products are increasingly diverse and attractive with a system of luxurious hotels and resorts, spa, mineral mud bathing, marine sport services, golf, etc. in association with different forms of tourism such as for leisure, sporting events, conferences, religious events and sightseeing of historical and cultural relics. Tourism services such as travelling, transporting, restaurants and shopping centres have rapidly developed to meet various tourist demands and to keep tourists, especially foreign ones, stay longer. During the economic development and integration, the provincial tourism has developed in the

right directions.

4.2 Bình Thuận tourism human resources

There are approximately 1,359,100 people in Vietnam's tourism labour force, accounting for 2.39% of the total employees of whole nation. Of these, only 42% have been trained in tourism, 38% in other sectors and 20% untrained. University-degree holders and postgraduate-degree holders in tourism merely account for 7.4% of the professionals in the field. The tourism labour force is distributed unevenly among the provinces, developing rapidly in terms of quantity yet without satisfactory quality to meet increasingly high and diverse demands of tourism in the context of worldwide economic integration. The current situation comes from a lack of systematic training, an absence of tertiary training in tourism, and underqualified training materials. Having the inherent advantages of rich and diverse resources for natural and human tourism, the industry has developed rapidly in Bình Thuận to become one of the most famous tourism centres in Vietnam with various forms that attract a great number of both direct and indirect workers into this field of business.

The tourism labour force of Bình Thuận province was 6,792 people in 2005 and 8,610 in 2010 respectively, growing at 4.86% on average in the same period. The labour structure by business and by occupation and business sector are presented in Figures 4 and 5.

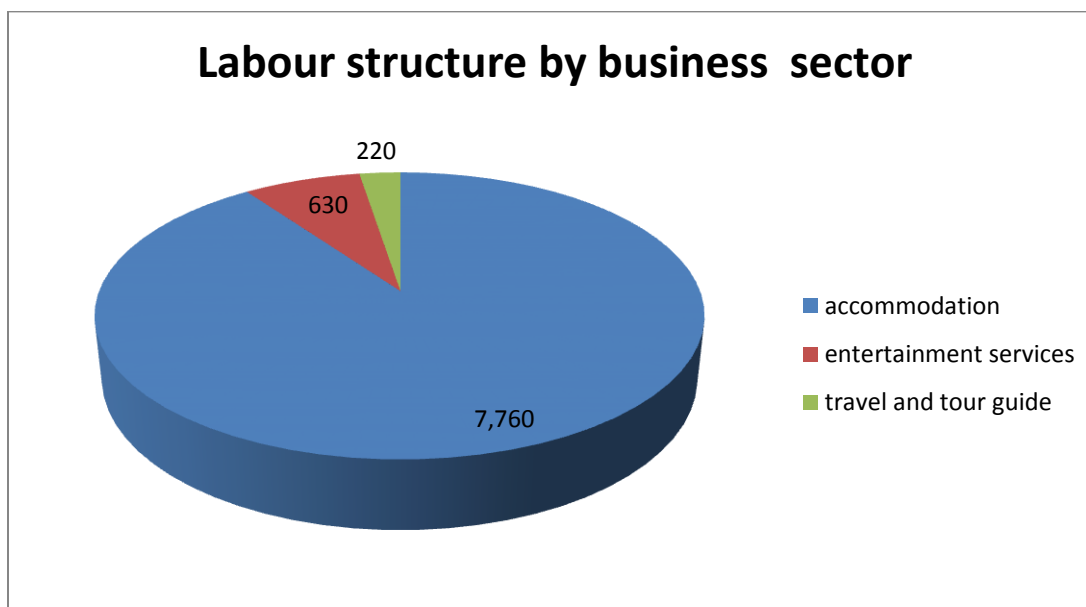


Figure 4. Labour structure by business sector (Source: PBTHRD project).

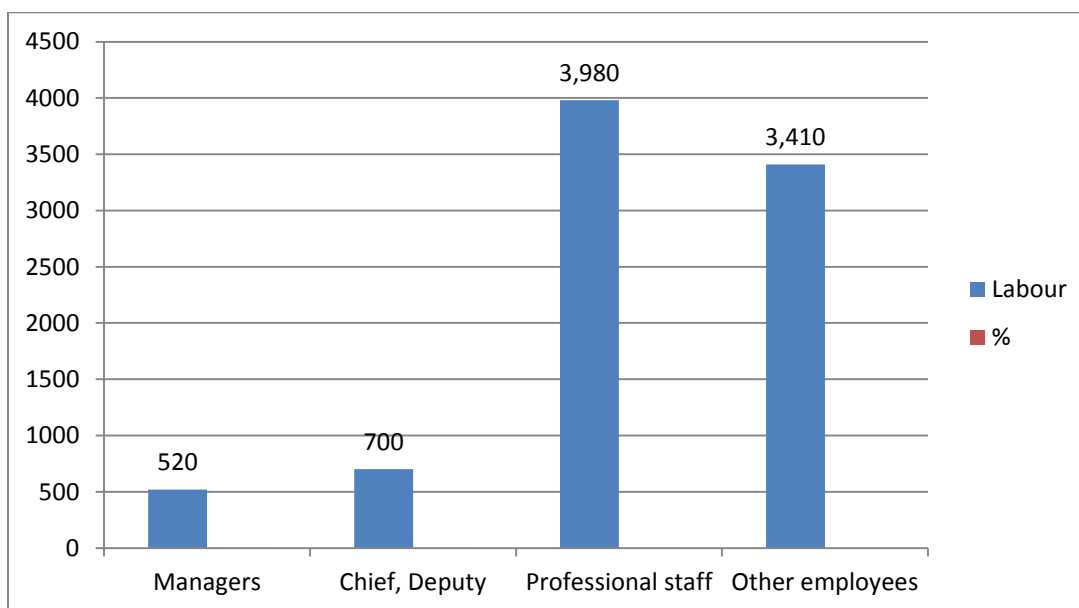


Figure 5. Labour structure by occupation (Source: PBTHRD project).

University-degree holders and postgraduate-degree holders in tourism merely account for 4.59%. Of the direct workers, only 33.95% have had training in tourism while up to 44.47% haven't. Employees with short-term or on-site training corner 21.58% of the workforce. About 2,050 employees or 23.8% of the workforce can speak foreign languages, mostly English.

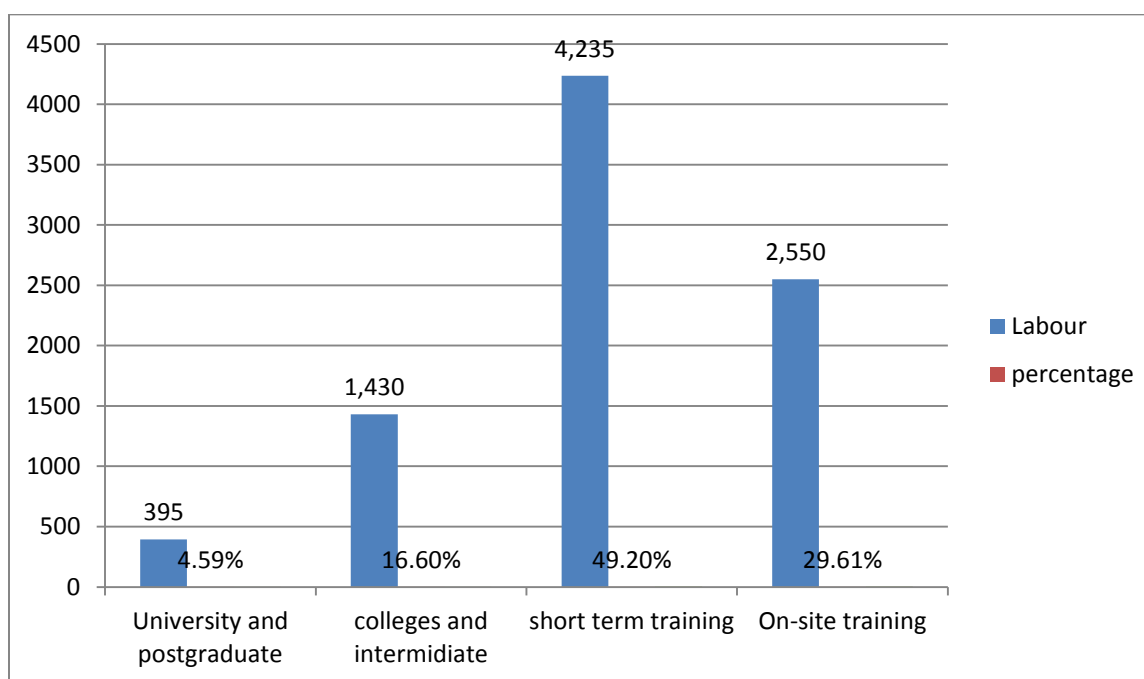


Figure 6. Labour structure divided by professional level **Source: PBTHRD project).**

The tourism labour force has increased in size rapidly while its quality has remained relatively low because of low command of foreign languages, low professionalism, and undersatisfactory services. The number of Russian tourists has recently increased steeply yet there is a shortage of fluent Russian-speaking managers and staff members.

4.3. The Binh Thuan tourism human resource development project

The Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020, hereinafter abbreviated as PBTHRD or the Project, was established by the Binh Thuan Provincial People's Committee and implemented by the Binh Thuan Department of Culture, Sports and Tourism between February 2010 and August 2014. It was aimed to change the perception of the local community towards sustainable tourism development and, at the same time, to improve service quality to attract more tourists in the near future.

Before presenting its strategic implementation plan, the Project discussed the reality of the life and perception of the local community in the areas planned for tourism development in Bình Thuận, noticing the facts of low education and low and unstable income of the local people due to the reality that a large percentage of the population are farmers and fishermen. It added that the local people were following immediate tourism benefits, not protecting the natural resources and environment, and easily influenced by foreign cultures brought to them by tourists. The project also discussed the HR practice of the state agencies, tourism businesses, and the lecturing staff of tourism training institutions in the field. Apart from mentioning their strengths, it pointed out their weaknesses such as undersatisfactory qualifications of tourism government officers, especially those at district and commune levels; a shortage of managers and satisfactory qualifications for current tourism needs; a frequent shift of qualified, experienced managers among tourism businesses; a shortage of qualifications among technical staff of tourism businesses, especially unranked or 2-star or lower accommodation establishments - underdesired qualifications, nonprofessionalism, undersatisfaction of requirements; a shortage of employees speaking foreign languages, especially the Russian language to serve an increasing number of Russian tourists in the recent years. In addition, employees working for restaurants, shops, transportation, etc. were mostly untrained in tourism. Very few tour guides could speak unpopular foreign languages so that they could not provide good services to tourists from Russia,

South Korea, and Japan. The tourism teaching staff in the province was thin, and teachers were mainly invited from tourism high-schools of neighbouring provinces for elementary training in the field.

Regarding the training objectives to the year 2020, **the first objective** is to train the tourism workforce to be qualified, having command of foreign languages, highly-skilled and professional, as the basic condition to promote the service quality of every business in particular and the whole province in general, so as to provide good impression to attract old and new customers. **The second objective** is to develop the contingent of tourism government officers to a sufficient quantity and relevant qualifications and command of foreign languages, who can apply government regulations into practice and propose solutions of exploitation and management of tourism resources that meet the requirements of both state management and sustainable tourism development. **The third objective** is to further education and improve the perception of the local community about the role and status of tourism economy in local socio-economic development, so as to create a social consensus of sustainable tourism development, an image of a safe, friendly, hospitable tourism destination, and, at the same time, actively coordinate implementation of training solutions to provide a stable qualified tourism workforce for sustainable tourism development.

There were five solutions to ensure effective implementation of the project and accomplishment of its objectives. The first solution involved attentive support and direction from the Provincial Party Committee, the Provincial People's Committee, the Provincial Tourism Steering Committee, the Ministry of Culture, Sports and Tourism, the General Department of Tourism. It also mentions the coordination of different local departments, services, and governments plus active participation of tourism businesses and services, and the local communities. The second solution was to strengthening the state management in the field, realizing the tourism training policy through facilitating the training, diversifying training forms, and enhancing the state management of tourism staff quality. The third solution was to consolidating and developing the system of training institutions. The fourth was to standardize training contents and programmes. The fifth solution was to further domestic and international cooperation in training.

The funding for training and developing the tourism human resources would come from different sources. For example, private investments from businesses; aids from international organisations through tourism training and development projects deployed in the province; the annual provincial allocations to support the Department of Culture, Sports and Tourism, local governments and training

institutions to implement their tasks; and, partly from the support of such National Target Programmes as for free vocational training for rural workers.

Chapter 5: Analysis and Impact Evaluation of the BTHRD Project

5.1. Analysing the achievement of projet's objectives

5.1.1. The quantity of trained workers

Regarding the workforce for state management of tourism

The objective set out for the period 2010-2015 was to train 36 people, including 6 officers at the provincial level, 4 cadres at the district level, 26 staff members of the Project Management Unit. Regarding the objectives of training levels, these include 02 postgraduates, 10 graduates, 04 college graduates, 10 highschool graduates, and 10 at elementary level. The specific results achieved between 2010 and 2015 are 05 posgraduates; 24 holders of short-term retraining in state management; and, 01 certificate holder of the Russian language.

Regarding the workforce of tourism businesses

The objective set out for the period 2010-2015 was to train 7,347 people, including 322 managers, 550 divisional heads, 3,812 serving employees and 2,663 other employees. 385 people had graduated from tertiary education of tourism economy or business administration, 490 people from college education of tourism economy or business administration, 2,500 people from professional high schools, 3,045 from elementary training, and 890 people from on-site training.

The specific results achieved between 2010 and 2015

Regarding formal education, there has been 148 groups with 5,051 students, which included 893 students in 18 groups of tertiary and college education in hotel administration, resort administration, business administration for restaurants and hotels, and tourism culture; 1,266 students in 34 high-school groups in hotel administration, reception, restaurant service, tourguiding, and techniques of drink processing; 2,892 students in 96 elementary groups in room service, reception, restaurant service, hotel security, English for receptionists, etc.

Regarding short-term training, there has been 36 groups with a total of 1,186 students in hotel reception, restaurant service, English for receptionists, drink processing, nutrition, and cooking techniques, etc. Added to these, the Project had integrated short-term training courses into the National Target Programme on Vocational Training for Rural Workers of Binh Thuan Province to the Year 2020. Between 2010 and 2015, it had provided training of different tourism jobs for 7,492 rural

workers or 19.01% of the total number of trainees as rural workers in the province. The training included elementary courses and tourism vocational training of less than three months in English for receptionists, English for restaurant services, Russian for receptionists, Russian for restaurant services, drink processing, food processing techniques, table-waiting, room service, hotel receptionist, nutrition and cooking techniques, civil electrical engineering, chiller fixing...

The Department of Culture, Sports and Tourism had either delivered or coordinated with the Centre for Support to Small and Medium Sized Businesses and the Tourism Associations in delivery of 72 training courses in tourism for 3,882 learners, including courses on hotel and inn management; rescue and swimming skills; hotel security; application of information technology and social network media in tourism business; community tourism; implementation of regulations on tourism accommodation, travel, tour guide, automobile transportation; reception, room service; English and Russian for restaurant service and room service, etc.

Table 1. List of tourism training institutions in the province

Numerical order	Tourism training institutions
01	Phan Thiet University
02	Binh Thuan Community colleges
03	Binh Thuan Vocational colleges
04	Binh Thuan Intermediate Vocational Economic Technique Union
05	Bach Viet Consultancy and Training Company Limited
06	Binh Thuan Center for Socio-Economic Development
07	Job center
08	District vocational centers
09	Binh Thuan Department of Culture, Sports and Tourism
10	Binh Thuan Tourism Associations
11	Binh Thuan Small and Medium Business Support Center

(Source: Statistics from the PBTHRD Project)

Table 2. Training results of the Project (unit: person)

Year	Training objectives	Result	(%) result against goal
2010-2015	7,347	10,199	38.82%

(Source: Binh Thuan Department of Culture, Sports and Tourism)

5.1.2. The quality of trained workers

The quality requirements

a) The quality of the workforce for state management of tourism

The workforce for state management of tourism has to be standardized with basic training qualifications, retraining knowledge of tourism, command of foreign languages, and understanding of related fields; being able to study and advise local governments to issue and deploy implementation of state regulations on exploitation and management of tourism resources in practice that meet the requirements of state management and local sustainable tourism development in the new phase.

b) The quality of the workforce of tourism businesses

Regarding general requirements, vice heads of divisions or higher-level managers of businesses have to have relevant and sufficient knowledge of tourism economy, and qualifications for management and operation of tourism business. Technical employees have to have theories, good technical and communicative skills, technical procedures, and good behaviours. They all have to show a spirit of dedicated and considerate service, and a polite attitude in service. Most of this requirement is covered by the training of their own businesses. In addition, these employees have to have a good command of English for their respective work. This has to be one of the criteria for classification of qualification and use of workers in tourism. Employers are those who directly categorize their workers according to specific requirements of each position.

Regarding specific qualifications, hotel or resort managers have to have the minimal technical qualifications for their accommodation establishments (ie. a highschool or higher degree in tourism); those working for 3-star or higher-ranking hotels or resorts have to have a good command of English. Managers of inns have to attend a training course on accommodation management.

Divisional heads at a hotel or resort have to have at least the minimum technical qualification for their accommodation establishments (ie. an elementary certificate or higher degree in tourism); those working for 3-star or higher-ranking hotels or resorts have to have a good command of English for their respective work. 20%, 50% and 70% of the technical staff of a hotel or resort ranked from 2 to 4-star are obliged to have their respective elementary certificate in tourism. Receptionists and tour guides have to have a good command of English while other staff members have to attend a tourism training course. Those working for production or tourism-supporting services have to have training on community tourism and basic training of communicative skills and politeness to tourists. *The specific results achieved between 2010 and 2015* related to the quality of the labour force of businesses were evaluated through regulated state inspection and surveys of tourists' satisfaction.

5.1.3. The level of tourist satisfaction

Although most tourists had good impressions because the local people were quite hospitable, some didn't think the local people were friendly. Therefore, more attention should be paid to community tourism and education of the role of tourism development for local people. Services form an important factor in tourism quality assessment and tourists' satisfaction. Tourists believed that the employees had quite good attitude towards them although they had merely average professionalism. It was a fact that most of the technical employees had quite low qualifications or lack of technical training. They mainly learnt through work, which contributed to the low service quality. Therefore, training of the tourism human resources must be promoted.

To have objective feedbacks on tourists' satisfaction of the local community and the employees of their destinations, the researcher conducted a survey of more than 70 domestic and foreign tourists, out of which 56 copies were collected from 15 Vietnamese and 41 foreign tourists (see Table 3). The data analysis shows that up to 56% of the surveyed tourists were under 30 years of age while the smallest group of 60 or older corners a mere 8.1%. In gender terms, there were more female (58%) than male (42%). Up to 60% of the tourists traveled in a booked tour while the rest 40% went on their own. 60% went with friends, 30% with their families, and 10% on their own. The tourists first visiting Bình Thuận accounts for 75%, second-time visitors 25%, and third-time visitors 5%. A foreign tourist will stay for about three days while a domestic visitor will stay about 1.5 days.

Table 3. Survey of tourists' satisfaction

	Nation	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vietnam	15	26.8	26.8	26.8
	Other countries	41	73.2	73.2	73.2
	Total	56	100.0	100.0	

Source : Results from the thesis survey

Of the 56 surveyed tourists, 39 foreigners and 10 Vietnamese said they were satisfied with the service capacity, while two foreigners and five Vietnamese showed their low satisfaction due to different reasons. It is clear that tourists, especially foreign ones, tend to feel satisfied with the service capacity of the tourism workforce. 82.66% of the surveyed tourists show their satisfaction or complete satisfaction of the service capacity of destinations in Bình Thuận. The tour guide's criteria 1 to 5 were highly rated by more than 85% of the tourists showing their satisfaction of complete satisfaction. The tourists' degree of satisfaction was lower for criteria 6 and 7, at 80-83%, because there were very few tour guide who could speak unpopular foreign languages or they had little experience of problem-solving.

Regarding the satisfaction for residents' service of community tourism, 85% of the tourists were satisfied or absolutely satisfied with criteria 1 and 2, while only 80-83% were quite satisfied with criteria 3, 4, 7 and 8. In addition, more than 70% of the tourists gave an average score to criteria 5 and 6. It was because the residents' service of community tourism was spontaneous without professionalism or service procedures.

Table 4. Tourists' satisfaction

No.	Measuring content	Vote of satisfaction	Percentage (%)
	For tour guides at the destinations		
1	Nice suitable dress	48	85.71
2	Behavior and communication	49	87.50
3	The sense of work discipline	49	87.50
4	Accountability	49	87.50
5	Creative thinking skills	46	82.36
6	Problem solving skills, information processing	45	80.36
7	Language skills	44	78.57
	For residents in the community tourism area		
1	Friendliness and hospitality	49	87.50
2	Considerate care for tourists	48	85.71
3	Service duration	45	80.36
4	Service capacity	47	83.92
5	Householder's qualifications and language command	40	71.42
6	Professional style of service	43	76.78
7	Hygiene	46	82.36
8	Preserved customs and conventions	46	82.36

(Source: Results from the thesis survey)

In general, language and technical skills of the tourism workforce in Bình Thuận should be further trained and retrained in the coming time to meet tourists' increasingly high demands.

5.2. Impact Evaluation

5.2.1. Evaluation of economic efficiency

Improvement of the service quality of the workforce does have strong impact on the development of tourism in Bình Thuận, as seen in facilitation of attracting more investments and cooperation in tourism; increasing the competitiveness of tourism products, advertising the tourism trade name of the province and Vietnam in the world, and promoting tourism into a local leading economic sector. Improved quality of the tourism workforce give tourists good impressions of tourism destinations, attracting a lot of both domestic and foreign tourists and increasing the time they stay and thus their

spending for entertainment and shopping, which in turn create more jobs and increase income of both local people and the province. The increased revenue of foreign currencies helps the province to have a good balance of international payment.

The statistics between 2010 and 2015 by the Statistical Department of Bình Thuận indicates these advantages clearly. 300,550 times of foreign tourists visited the province with an average stay of 3.24 days per person in 2011, and the total stay of foreign tourists reached 973,782 days with a turnover of 1,752.8 billion VND or 85,087,747 USD. The slight increase to 340.000 times of foreign tourists visiting the province in 2012 with an average stay of 3.3 days per person made their total stay of 1,122,000 days and a turnover of 2,075 billion VND or 100,762,135 USD. In 2015, 500.000 times of foreign tourists visited the province with an average stay of 3.75 days per person. Because the tourist's average spending per visit increased from 1,850 USD in 2012 to 2,100 USD in 2015, the foreign turnover reached 3,937.5 billion VND or 191,140,776 USD in 2015.

Table 5. Some tourist indicators from 2010 to 2015

Indicators	unit	In 2010	In 2011	In 2012	In 2013	In 2014	In 2015	Average growth (%)
Number of tourists	arrival	2,500,202	2,802,398	3,140,189	3,524,837	3,765,926	4,154,480	10.71
Foreign tourist	arrival	250,321	300,360	340,200	380,052	411,897	453,105	12.67
Domestic tourist	arrival	2,249,881	2,502,338	2,804,450	3,144,785	3,354,029	3,701,375	10.49
Average length of stay	day	1.70	1.74	1.74	1.74	1.55	1.54	-1.84
Foreign tourist	day	3.10	3.24	3.26	3.26	3.07	2.68	-2.68
Domestic tourist	day	1.52	1.52	1.52	1.53	1.35	1.40	-1.48
Average expenditure	thousand VND	747	884	950	1,028	1,150	1,350	12.66
Foreign tourist	thousand VND	1,619	1,812	2,018	2,074	2,196	2,594	10.10
Domestic tourist	thousand VND	512	593	628	722	818	802	9.61
Tourism revenue	million VND	2,538.98	3,389.38	4,317.88	5,474.58	6,451.15	7,641.36	24.80
Foreign tourist	thousand VND	1,113.41	1,486	1,916.28	2,270.19	2,950	3,120.23	23.32

Domestic tourist	thousand VND	1,425.52	1,903	2,455.60	3,089.91	3,500	4,522.13	26.17
GDP from tourism/ GDP in total province	%		6.25	6.82	7.31	7.45	7.62	6.04
Attract tourism investment	project	442	445	411	402	398	395	-2.18
Accommodation	unit	155	156	210	227	271	290	13.48
Number of room	room	6,817	7,541	8,588	9,295	10,305	11,127	10.32
Travel agency	unit	37	42	43	44	44	45	4.10
Tour guide	people	24	40	47	70	84	86	13.10
Workers	people	8,610	9,500	10,200	11,250	12,800	14,000	12.30

Source: Binh Thuan Statistic Office.

5.2.2. Evaluation of social efficiency

The five-year implementation of the Project has resulted in much change in the perception of the community for tourism development, specifically as follows. First, in terms of reception, the tourists were given a comfortable and safe environment in Bình Thuận. The local people came to know how to provide pre-, mid- and post-information that enables tourists to become aware of the destinations and the value of the place names. Second, there has been a quality guarantee of products and services, and a satisfaction to tourists. The quality is seen through good and hygienic food; hotel rooms that are as warm as home; activities of comfortable and relaxing sightseeing and entertainment for tourists; the smiles of direct workers or local people, etc. to show the friendliness immediately after tourists' arrival in the destinations; and, the care of every detail for tourists. Thirdly, regarding supply of the local products: It is the local products of Bình Thuận such as special foods, drinks, fish sauce, handicraft and fineart products such as local textile, shells for interior decoration, etc. that give tourists more impression on the destination and distinguish Bình Thuận from the other provinces of Vietnam.

Finally, in terms of spreading the local culture: the local culture is the local people's attitude to the other members of the community and the environment of the destination. The communication and perception-improving courses on community development in the focal tourism zones of Bình Thuận have resulted in the local people's more civilized communication with tourists. In addition, the local culture can be seen through the supply of local specialties to tourists, the quality of products and

services, the use of material facilities and equipment of the tourism businesses. This activity does not require much finance or complicated personnel. It is conducted silently but gradually creates deep influences typical of the culture of Bình Thuận.

Education and training had positive impacts on workers' income. Those with better education and training will have higher income than those with lower one because the former has spent a relatively higher amount of money on their education and training. Education and training can be conducted fulltime at school or delivered within businesses. Being able to deal with work requiring high qualifications and knowledge that result in high economic results for their business means they are entitled to high salaries.

Before the Project, the ethnic communities in the remote and innermost areas and the fishing community had low literacy and incomes though they lived in places of rich tourism resources. Throughout the Project lifetime, with the efforts of the project staff, training courses on improving knowledge of community tourism have been deployed to those areas to communicate the sense of responsibility for preservation of culture and environment, exploitation of resources, and to provide the most basic knowledge of serving tourists. After five years, the local life has had apparently positive changes. Their literacy and income have been improved remarkably; their life is more civilized; and social evils such as alcohol abuse, gambling, drugs, prostitution, household violence... have reduced greatly.

Direct tourism workers of the province increased at an annual average of 12% between 2010 and 2015, and by the terminal evaluation of the project, Bình Thuận tourism had created employment for more than 12,800 direct workers, including 11,250 people, or 87.8%, of the total tourism workforce, working for accommodation establishments (ie. an average of 1.09 worker per room) and 1,550 people, or 12.2% of the tourism workforce, working for businesses of entertainment, restaurants, shops in tourism spots and areas, or as tour guides. Most of the direct workers are local while a few are from other provinces or countries. The tourism service had also created work for about 28,000 indirect workers in tourism-related production and services such as handicraft, fine arts, exploitation and processing, supply of materials and fuel, insurance, health care, media, taxi and bus services, sanitation workers, etc. If we follow the formula provided by JICA that there will be 2.2 indirect workers for every one direct tourism worker, the provincial tourism had created employment for 40,800 workers in the field in 2015.

Vietnam's tourism is characterized by a vast dominance of female workers, and Bình Thuận tourism is no exception. Female workers account for 57%, or 7,300 direct and 16,000 indirect workers, of the provincial tourism workforce. They concentrate in such jobs as services in hotels and restaurants, travel agents, information, and entertainment. Female workers corner more than 71% of the workers of restaurants and hotels and more than 95% of the workers taking care of room services and beauty care. There are more and more female leaders and managers in tourism. By 2015, there were more than 1,500 female managers throughout the provincial tourism. Females working as divisional managers, supervisors and company directors account for 11% of the whole workforce and 19% of the total number of female workers. The percentage of female managers in government offices responsible for tourism has also increased gradually. The fact that most of the female workers in the provincial tourism are aged from 25 to 35 is considered a strength for its development. It can be said that female workers in tourism are highly qualified and competent for their work, and their performance and work quality play a decisive role to tourism service quality, one of the competing measures of the province to attract a lot of tourists and develop tourism.

Besides, thanks to its integration into the National Target Programme of Free Vocation Training for Rural Workers, the project had created a lot of employment for the workforce of this area. Its elementary and short-term vocational training courses had provided rural workers with opportunities to work for tourism businesses that they could never have before, increasing their income and gradually improving their accumulation that led to a shift in the rural economic structure. At present, only 11.2% of the rural households deliver services. The continuation of the project to the year 2020 will hopefully help the rural area settle a series of issues: employment, improvement of the literacy rate, development of the rural infrastructure, thus changing the rural economic and labour structures towards more percentages of service, development of modern and civilized rural areas that are suitable for the cause of industrialization and modernization.

Some specific indicators:

- 18,713 households had been removed from the poverty list between 2011 and 2015, or 3,742 households per year on average. This reduced the percentage of poor households from 9.09% in early 2011 to a mere 1.6% in late 2015, or 1.5% per year on average (the planned target was 1.5-1.7% per year).
- 7,000 people had been employed by the provincial tourism between 2011 and 2015, or 1,400 people a year on average (the planned target was 1,400 lao động/năm).
- Regarding the literacy rate, 100% of communes, wards, and towns had popularised lower secondary education and reached the national standards of popularisation of primary education; 99.9% of children aged 6 started school; and, the literacy rate was 90%.
- The average income of a person in the rural area of Bình Thuận province was 30 million VND per year in 2015, an almost double increase from that in 2010, and 5.6 million VND per year more than that of the country – the average income of a person in rural areas in Vietnam was 24.4 million VND per year.
- The social security and order had been remarkably strengthened. The number of cases had reduced from 510 in 2010 to 396 in 2015.

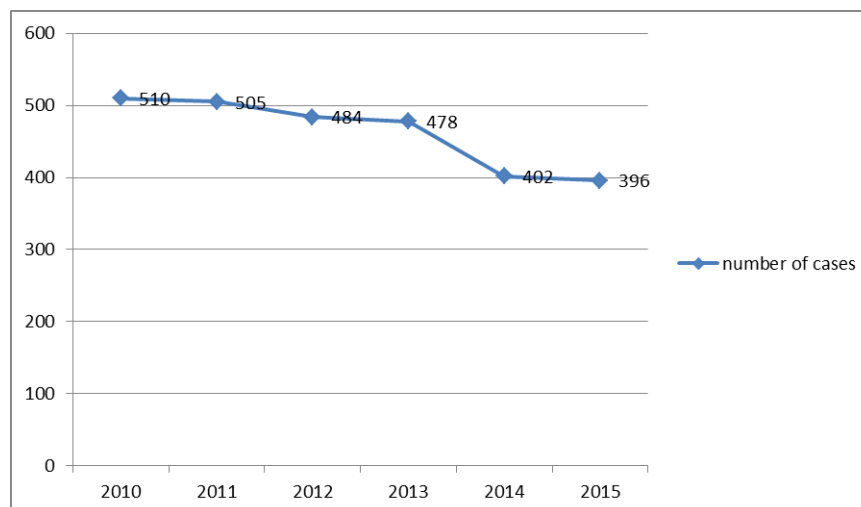


Figure 7. The Social security reduction results from 2010 to 2015 (Source: Statistic report from Binh Thuan Police Department).

5.2.3. Relevance of the project

The outputs of the project meets its objectives quantitatively and qualitatively. The project has carried out the objective of improving the qualifications and skills of the tourism workforce, changing people's perception, creating employment, poverty reduction, environmental protection, preservation of the cultural identity, and maintaining the social order within the local community. It also met its progress of implementation (i.e. between 2010 and 2015). Its relevance was also reconfirmed through the development of its periodical implementation plans in line with the socio-economic development guidelines of the National Assembly in the same period (ie. Resolution No.10/2011/QH13 dated 8th November 2011), Resolution No. 06 - NQ/TW dated 3rd October 2011 on Developing Tourism to the Year 2015 by the Provincial Party Committee and that of the Provincial People's Council. The project had also paid attention to integrating the policy of vocational training for rural workers (ie. Decision No. 1956 /QD-TTg dated 27 November 2009 of the Prime Minister approving the scheme "Vocational Training for Rural Workers to the Year 2020") for creating employment and reducing poverty.

5.2.4. Sustainability

Based on the notes from the collected reports and statistics, the author's practical observation, and the survey results of the research, it can be concluded that the project has achieved its sustainability because it had delivered practical values for the future. As the project beneficiaries got employed and better income, they felt satisfied. Educated people tend to be more open, take more care of their health and thus live better and more happily. Helliwell and Putnam (2007) showed their research results that indicate that mutual trust and participation in political activities increase in countries of good education. Educated people tend to participate more in social activities and commit less crime. These help reduce spending of social benefits such as unemployment benefits, medical treatments, social security and order, etc. Children of educated parents do not often drop school and receive more parental care. The long-term impacts of the project will train and equip local people with skills that they can use to improve the livelihood of their family and children, which is an important tool to ensure the sustainability of the project.

5.2.5. The fund for implementation of the Project

The state budget allocated to state-owned tourism HR training institutions in the province from 2010 to 2015 amounted to 23,469 million VND, including 5,000 million VND from the central budget and 18,469 million VND from the provincial budget. The integration of different programmes and projects

for investment and upgradation of tourism training facilities and equipment has been generally effective and contributing to efforts to meet the provincial demands of tourism HR needs. Yet the current training system of the province has not sufficiently satisfied increasing HR demands and high-quality training needs due to limited budget allocation from the central and provincial governments, which can meet merely part of the demands of material facilities of the province's tourism training institutions and provide partial investment in equipment and tools for tourism vocational training in the province.

Added to that, the agency responsible for implementation of the BTHRD Project between 2010 and 2015, with Orientation to the Year 2020 has used a large part of its limited financial resource to deploy new activities so as to achieve new targets while there was no sufficient fund set aside for reviewing its past activities (i.e. the work carried out by the Project from 2010 to 2015). Although the Project achieved considerable outputs and positive socio-economic outcomes for the province in general and the provincial tourism service in particular, its results have not actually met the expectations.

Chapter 6: Conclusions, recommendations and limitations

6.1. Conclusions

Tourism is an economic service whose products are provided by tourism workers to tourists, so a high-quality human resource is an extremely crucial factor for the sustainability of the service and can help improve its competitiveness in the current context of globalization. In other words, the human resource is the decisive factor of business success in tourism. Unlike other economic sectors, it is difficult for the services of tourism to get mechanized or automatized because they are directly provided by human labour. Therefore, the lack of the human factor in any stages of tourism service will result in the lack of the service as a whole. Because it is a direct human service, the service quality depends directly on the qualifications, knowledge, skills and attitude of the workers. As a result, training and development of high-quality human resource that is competitive to the region and the world are extremely important to every tourism product under the current circumstance.

Binh Thuan is a coastal province in the South Central Vietnam, with a coastline of 192 kms. There are a lot of the favorable natural conditions to develop tourism. The population of Binh Thuan is 1,169,450 people of which the tourism sector is 8,610 people in 2010. At present, tourism in Binh Thuan province is developing very well, that bring lots of economic - cultural - social effects. It is oriented as a key economic sectors of the province. However, the quality of human resources has not met the requirements of development. Therefore, Binh Thuan has issued *“the Binh Thuan Tourism Human Resource Development Project in the Period 2010-2015, with Orientation to 2020”* with clear objectives and specific solutions for them. In order to achieve better results for the next period, the project has been reviewed, compared to the results achieved against the initial objectives, and the impacts are assessed. How does that result have an impact on local socio-economic development? How can positive impacts be more pervasive, reducing negative impacts, so that some solutions can be proposed to improve the project at the next stage?

This thesis has provided a systematic review the literature on programme evaluation and impact evaluation, human resource, human resource development, and sustainable development. In addition, it has mentioned an overview of the content, methods, and approaches to programme evaluation. The author of this thesis has collected relevant data, surveyed, investigated, analysed and pointed out the results and impacts created by the Project in question as well as the shortcomings in evaluation of the Project. The research has shown that the factors influencing tourists' satisfaction include technical skills and language command of tourism workers. So, the questions "What is the impact of human

resources on tourism? » basically answered. These impacts are a drastic change for local socio-economic development as mentioned above, although some shortcomings remain to be resolved. Apart from that, the research also has figured out various positive changes as the impact of the Project on its beneficiaries. The impact evaluation conducted by this thesis has shown the following general achievements and limitations achieved by the BTHDR Project in the period between 2010 and 2015.

In general, the tourism training institutes in Binh Thuan province successfully implemented the tourism HRD plan in the period from 2010 to 2015 through regular opening and delivery of tourism-related training courses, professional training, and foreign languages to serve tourism enterprises's needs of skilled workers in the province. Some vocational training institutions have provided training courses according to even specific needs of local tourism enterprises. There have been coordinations between local agencies of state management (specifically the Department of Culture, Sports and Tourism of Binh Thuan), the Tourism Association and the training institutions in organization of those training activities. The tourism enterprises of the province have taken initiatives in coordinating with tourism training establishments inside and outside the province to organize professional training and in-service training of courses on the English language for communicative purposes and professional skills for their staff through teamwork. Internal trainers of the tourism enterprises have created good training results, filling the shortages of skilled laborers of their own corporations. About 70% of the students attending different tourism-related courses in the period between 2010 and 2015 got employed after graduation and have basically met the work requirements of the tourism enterprises. The percentage of trained workers out of the total human resource in the tourism enterprises has been continuously increasing and has reached 58.5% of their total staff.

Apart from the achievements mentioned above, the Project still had a number of limitations during its implementation in the period from 2010 to 2015. The first limitation remains in the fact that the awareness of the local community as a Project target of tourism development remains quite low. The target people of the community (including fishermen, small service providers, etc.) have not changed their former living habits for the new ones that meet the current trend of international integration. Fishermen's use of near-shore fishing equipment keep causing unsafe situations for swimming tourists, while long-term offshore exploitation of marine resources has put huge amount of living wastes into the sea. Changes in the flow of winds and sea currents bring large volumes of those wastes into the shore, causing dissatisfaction among tourists and expensive cost of material and work force for

enterprises doing business in tourist accommodation establishments. People participating in retailing services, such as popular guest houses, street vendors, souvenir shops, transport vehicles, motorbikes, etc., are not yet honest enough in buying and selling to make their customers satisfied. The low level of politeness in tourism causes reactions and bad impressions among tourists...

The next limitation can be seen in the fact that the number of trained workers in the provincial tourism sector has not met the local tourism demands in terms of quantity, quality and labor structure. The demand of human resources for tourism development has not kept up with the role of tourism of a key economic sector in the near future, yet it is still difficult for tourism training establishments of the province to recruit tourism students, especially for the vocational training enrollment, vocational college degrees, and vocational high school degrees due to a common traditional preference of a university degree among the local people that tend to result in the trend of students mainly registering for a college, a university... In addition, the effectiveness of tourism training is still limited, especially short-term training courses by the local district-level vocational training centers. Students who have graduated from tourism training courses often find it difficult to carry out their duty in practice. As a result, some are left unprofessional or not recruited by tourism businesses in accordance with their level of training.

In addition, the facilities and equipment for local tourism vocational training are still limited while the training curricula are inappropriate. There is a shortage of tourism trainers, and some available trainers have no practical knowledge. Additionally, the tourism training programmes remain too theoretical to be applied into practice. The available tourism trainers and lecturers in the province have somewhat limited professional skills in the field of their jobs, and some trainers even do not have relevant teaching methods. Last but not least, most of the local tourism trainers have not been standardized in terms of foreign languages for tourism as stipulated by the law.

The next limitation is the rather loose training coordination between tourism enterprises and vocational training institutions. The local vocational training has not been really linked to the needs of tourism businesses to enable workers to deal with their jobs skillfully after their training courses. At the same time, the tourism enterprises have not been actively involved in tourism vocational training (i.e. through informing their demand of training, training programs in need, and facilitation of tourism students).

On that basis, this author of this thesis would like to propose some solutions and recommendations in order to further develop the tourism human resource of Bình Thuận Province in line with the Project targets already set for the year 2020.

6.2. Practical recommendations

To improve the implementation of the BTHDR Project in the future or in the other words, to answer the question “How can Binh Thuan further develop its tourism human resources in the future ? » the following solutions and recommendations can be proposed.

First, the education of awareness of sustainable tourism development should be further promoted among the local tourism officers, businesses and the local communities of tourism-focus zones. Second, vocational training for rural workers under the Prime Minister’s Decision No. 1956/QĐ-Ttg dated 27 November 2009 and the Provincial People’s Committee’s Decision No. 294/QĐ-UBND dated 27 January 2011 should be strengthened effectively. Rural and coast workers should be well informed of available opportunities of vocational training, and untrained workers of tourism businesses should be given changes of attending relevant tourism courses.

Third, there should be an enrollment requirement of the language command applicable to long-term training programmes delivered by tourism training institutions, which is currently absent from those tourism schools while their peer institutions in other countries have had the (foreign) language requirement as one enrollment condition for their students. To improve the (foreign) language command of the tourism human resource, there should be a consistent language framework applicable to all the tourism training institutions. Fourth, regulations on material facilities should be provided for tourism training institutions. Accordingly, the institutions must satisfy the requirements of technical standards and basic equipment for practice to be set by Vietnam Tourism Certification Board (VCTB).

Added to these, there should be regulations on trainers’ qualifications applicable to tourism training schools. A certificate on tourism skills provided by VTCB should be acquired by every tourism trainers of those schools, especially technical trainers of tourism accomodation and travel. Besides, there should be consistent application of tourism syllabus and lecturing contents in line with the Vietnam Tourism Occupational Skills Standards (VTOS) and the other national occupational skills standards for tourism training institutions. As the seventh solution, there should be further cooperation between domestic and foreign tourism training institutions to improve the training quality and produce even higher quality

supple for the provincial tourism human resource. In addition, there should be close connections between tourism training institutions and the Association of Tourism, so that the tourism training activities of the schools are well-informed of training needs and suitable with the current trends and demands in tourism.

Besides, both the state management of the quality of tourism workers and coordination in tourism training and retraining should be strengthened to improve the training quality on the side of the tourism schools and the work competence on the side of their trainees. Finally yet importantly, the province should allocate proper resources from both the central and local government budget to development of the local tourism human resource. The provincial government should also provide adequate fund for effective review of its tourism HRD projects in general and the next phase of the BTHDR Project in particular, so that limitations in project implementation of those projects can be overcome and they can meet practical demands of the provincial tourism service.

The central ministries and services related to tourism, including the Ministry of Culture, Sports and Tourism, the Ministry of Education and Training, the Ministry of Labour, War Invalids, and Social Affairs, and the General Department of Tourism, should provide compulsory regulations on application of the Vietnam Tourism Occupational Skills Standards among tourism training institutions as the official training materials.

The People's Committee of Binh Thuan Province should support investment and upgradation of material facilities for its local tourism training schools. In addition, it should provide policies to support attraction of high-quality tourism human resources from other provinces to the province. It should also raise the budget norm for tourism training.

6.3. Limitations of the thesis

To carry out this study, the researcher has surveyed people working for tourist accommodation establishments, tourist services (such as souvenir shops, restaurants, health care services...), and domestic and foreign tourists. There have been some difficulties during the research. First, I could conduct survey on only a small population size because of the limited survey time. The survey was implemented to only 20 out of about 400 tourist accommodation establishments including resorts, hotels, guest houses, homestays and so on, 10 out of 50 travel agencies, and 5 out of 10 tourism spots in Binh Thuan Province. Therefore, the result of the research might not be effectively generalized for

the larger group. Moreover, the data would be richer if I could have expanded the survey to employers of the local tourist enterprises in order to measure the level of their satisfaction to their employees' professionalism.

Secondly, some copies of the survey questionnaire were answered by the informants without seriousness or filling in all the required information. In addition, because the questionnaire was passed through the intermediary and the interviewer was not from the research group, so the purpose, nature and importance of this research had not been well understood. Thus, their cooperation was low. This somewhat led to a rather waste of time for filtering questionnaires and the use of the Statistical Package for Social Sciences (SPSS) statistics. However, this is only a minor problem. The collected information is sufficient to draw conclusions from the analysis.

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Appendix

1. Questionnaire about the tourist guides's quality for tourists in Binhthuan province.

Dear Sir/Madam, I am conducting a study on Impact evaluation of the Binh Thuan Tourism Human Resources Training and Development Project for the period 2010-2015 (for non-business research purposes). Please take some time to answer some of the following questions. Please also note that I would like to understand your ideas and measure your satisfaction while no answers are true or false.

Part 1: General information

What country are you? (Please check the appropriate box)

- | | |
|---------------------------------|------------------------------------------|
| <input type="checkbox"/> China | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> Russia | <input type="checkbox"/> Other (specify) |

2/ Please indicate your gender

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

3/ Please indicate which age group you belong to

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Ages 18-25 | <input type="checkbox"/> Ages 25-35 |
| <input type="checkbox"/> Ages 35-45 | <input type="checkbox"/> Ages 45-60 |

4/ Please indicate the sources of information when you decided to choose Binh Thuan as a travel destination (Please tick the appropriate box):

- | | | |
|------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Consultancy of tour operators | <input type="checkbox"/> Journal | <input type="checkbox"/> Tourist book |
| <input type="checkbox"/> Friends / colleagues / relatives | <input type="checkbox"/> Internet | <input type="checkbox"/> Other sources:.....
(specify) |
| <input type="checkbox"/> Brochure (of the State, travel, hotels) | | |

5/ How do you travel? (Please check the appropriate box)

* Travelling with a tour:

- | | | |
|--------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> Alone | <input type="checkbox"/> Family | <input type="checkbox"/> Friends |
|--------------------------------|---------------------------------|----------------------------------|

* By yourself:

☐ Alone

☐ Family

☐ Friends

6/ How many times have you come to Binh Thuan?

☐ first time

☐ more than 1 time

☐ more than 2 times

☐ other:.....

7/ How long are you staying in Binh Thuan? (Please check the appropriate box)

☐ 01 day

☐ 02 days

☐ 03 days

☐ more than 03 days

☐ other.....

Part 2: Please indicate your level of interest/preference/satisfaction for the following factors on a scale from 1 to 5 with 1: least interest/preference/satisfaction to 5 - very interested/fancy/ happy. Just circle the appropriate number for each comment)

1/ What are your favorite places to visit in Binh Thuan? Please indicate your preference for the following points: (Please circle the element from least favorite)

Destination	Favourite level				
	Less favourite	————> Much Favourite			
Cave Pagoda (Binh Thanh -Tuy Phong)	1	2	3	4	5
Colourful pebbles beach (Binh Thanh -Tuy Phong)	1	2	3	4	5
White lake (Bac Binh)	1	2	3	4	5
Center for displaying Cham culture (Bac Binh)	1	2	3	4	5
Traditional Pottery Village (Bac Binh)	1	2	3	4	5
Brocade weaving village (Bac Binh)	1	2	3	4	5
Village of rice cake (Bac Binh)	1	2	3	4	5
Mui Ne Flying sand hill (Phan Thiet)	1	2	3	4	5
Duc Thanh School (Phan Thiet)	1	2	3	4	5

PosahInu temple (Phu Hai - Phan Thiet)	1	2	3	4	5
Thủy Tú Temple (Phan Thiet)	1	2	3	4	5
Traditional fish sauce (Phan Thiet)	1	2	3	4	5
Hàm Thuận Đa Mi Lake (Ham Thuan Bac)	1	2	3	4	5
Ke Ga Light house (Ham Thuan Nam)	1	2	3	4	5
Tà Cú mountain (Ham Thuan Nam)	1	2	3	4	5
Gragon fruit Garden (Hàm Thuận Nam)	1	2	3	4	5
Thầy Thím Temple (La Gi)	1	2	3	4	5
other:.....	1	2	3	4	5

2/ When choosing Binh Thuan's tourist attractions, what are you interested in? (Please circle the elements from less concern to lots of concern)

Concern element	Level of concern				
	Less concern	→			Lots of concern
Natural landscape	1	2	3	4	5
Cultural	1	2	3	4	5
Festival	1	2	3	4	5
Religion	1	2	3	4	5
Traditional arts	1	2	3	4	5
Fine arts	1	2	3	4	5
Social security and order	1	2	3	4	5

3/ Please indicate your level of satisfaction with the on-site tour guide: (Please circle the element from less satisfaction to lots of lots of satisfaction)

Tourist destination	Satisfaction level				
	less satisfaction →			Lots of satisfaction	
Nice and suitable costumes	1	2	3	4	5

Behavior and communication	1	2	3	4	5
The sense of work discipline	1	2	3	4	5
Accountability	1	2	3	4	5
Creative thinking skills	1	2	3	4	5
Problem solving skills, information processing	1	2	3	4	5
Language skills	1	2	3	4	5

4/ Please indicate your level of satisfaction with the content of the tour guide's explanation:
(Please circle elements from less satisfied to very satisfied)

Destination	Satisfaction level				
	Less satisfaction		→	Lots of satisfaction	
Have in-depth knowledge	1	2	3	4	5
The paper has logical structure	1	2	3	4	5
Flexible interpretation method	1	2	3	4	5
The tour guide has an inspiring voice	1	2	3	4	5
The contents of the explanation are carefully prepared	1	2	3	4	5
The content is easy to understand, memorable and emotional	1	2	3	4	5
Equipment and application of modern technology (speakers, microphones, audiovisual ...)	1	2	3	4	5

5/ After this trip, do you plan to return to the visited places?

<input type="checkbox"/> yes	reason:
<input type="checkbox"/> no	reason:

6/ Can you make some recommendations to improve the quality of local tour guides and tourist attractions that you have visited in Binh Thuan?

.....

2. Questionnaire for trainees about their satisfaction for training program and training establishments

Dear Sir/Madam, I am conducting a study on Impact evaluation of the Binh Thuan Tourism Human Resources Training and Development Project for the period 2010-2015 (for non-business research purposes). Please take some time to answer the following questions. Please also note that I would like to understand your ideas and measure your satisfaction while no answers are true or false.

Part I: General Information

- [illegible]

Part II: SURVEY INFORMATION ON SATISFACTION:

Would you please objectively evaluate the following by checking the box in the following levels:

1. absolutely disagree. 2. Disagree 3. No idea 4. Agree 5. Absolutely agree

I	Teaching staff	1	2	3	4	5
1	Lecturers have extensive and up-to-date knowledge in the subject area					
2	Lecturers have knowledge about the subjects with practical knowledge					
3	Most teachers have good communication methods, easy to understand and create interesting for learners					
4	Most teachers attend class and teaching plan					

5	Lecturers combine technical with moral education for students					
6	Teachers effectively use information technology equipment to support their teaching					
7	Teachers encourage students to actively learn and to create deep thinkings					
8	Teachers satisfy students' interest in their subjects					
9	Teachers are fair in assessment of students					
10	Teachers have a friendly, open attitude, always showing the norm in the teacher style					
II	EDUCATION PROGRAM	1	2	3	4	5
11	The content of the training program is reasonable					
12	The duration (total credits) of subjects in a semester is appropriate					
13	Test for each subject closely to the curriculum					
14	Hold examination strictly, the supervisor seriously exam					
15	Soft skills courses support other subjects in the curriculum					
III	INFRASTRUCTURE	1	2	3	4	5
16	Classrooms require seating, lighting, sound					
17	Teaching and learning equipment (projectors, speakers ...) works effectively					
18	The library guarantees space and seating					
19	Computer labs meet the needs of students					
20	The practice room for private majors is fully equipped					
IV	STUDY DOCUMENT	1	2	3	4	5
21	Official materials are clearly written and easily understood					
22	Lecture, Curriculum is provided with accurate content and updated					
23	Lecturer introduces more references for each subject					
24	Students access the reference materials introduced by teachers					
25	The library guarantees the quantity and quality of references					
V	INFORMATION TECHNOLOGY SYSTEM	1	2	3	4	5
26	Internet in the campus allows you easy access					

27	Internet operation is continuous, less interruptions					
28	Website of the school quick access					
29	The school's website is beautifully designed, rich in content					
30	The school's website supports the learning process of the students					
VI	VALUES OF FEELING	1	2	3	4	5
31	The knowledge you get will be good support for future work					
32	You have the necessary soft skills for future work					
33	The process of studying at school creates the opportunity to develop higher education					
34	A college degree makes it easy for you to get a job in the future					
35	You are proud to be a student of the school					
36	Studying at the School is an opportunity for you to practice ethics, working style					
37	When you study at school, you always feel respected					
38	You feel happy, comfortable studying in the School					
39	You feel close to teachers, friends in the School					
VII	SATISFACTION	1	2	3	4	5
40	You are satisfied with the school's faculty					
41	You are satisfied with the school's training program					
42	You are satisfied with the facilities of the school					
43	You are satisfied with the learning materials provided by the school					
44	You are satisfied with the school's IT system					

45. Your comments (if any)

.....

.....

.....

.....

Sincerely thank you for your cooperation!

INTERVIEW CONTENT

1. The question for experts and local government officers responsible for tourism about the impacts of the project

How is local people's perception of tourism changed after five years of holding training courses for local people in focus tourism areas? How is their quality of life changed in terms of, for example, average income and spending, new employment ...)? Are there still any difficulties or limitations to overcome?

2. The question for local residents living in tourism areas

Are you informed of training courses on tourism skills held by the Department of Culture, Sports, and Tourism? Have you attended such a course? If yes, were you interested in the course? What are the benefits from the course? Do you think similar courses should be held and cascaded on a wider scale?